DOCUMENT RESUME

ED 087 802 TM 003 425

AUTHOR Handley, Herbert M.; Shill, James F.
TITLE Vocational Education Teachers' Evaluation of Preservice Professional Training as Related to Their Work Values and Attitudes Toward Students and Teaching.
INSTITUTION Mississippi State Univ., State College. Bureau of Educational Research.
SPONS AGENCY Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE 17 Nov 73
NOTE 15p.; Paper presented at Mid-South Educational Research Association Conference (Memphis, Tennessee, November 14-17, 1973)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Preservice Education; Rating Scales; *Self Evaluation; Student Teacher Relationship; *Teacher Attitudes; Teacher Motivation; Values; *Vocational Education Teachers; *Work Attitudes

ABSTRACT

One hundred and seventy-eight vocational teachers served as subjects for a study which investigated the relationship of their assessments of their preservice preparation to their work values or job motivators. Also, the teachers' attitudes toward their jobs and students were correlated with self ratings of their initial teaching performance levels. Preservice preparation for teaching was assessed by the Preservice Teacher Education Questionnaire, and work values were measured with Super's Work Values Inventory. A special scale measured attitudes toward teaching and students hired by the subjects. The attitudes which the teachers held toward their jobs and students were also significantly correlated with their own ratings of preservice preparation. Significant relationships were discovered between the subjects' perception of their level of preparation for teaching and selected work values which they held. (Author/NE)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 087802

VOCATIONAL EDUCATION TEACHERS' EVALUATIONS OF PRESERVICE PROFESSIONAL TRAINING AS RELATED TO THEIR WORK VALUES AND ATTITUDES TOWARD STUDENTS AND TEACHING

By

Herbert M. Handley
Director, Bureau of Educational Research
Mississippi State University

and

James F. Shill
Co-Director, Research Curriculum Unit
Mississippi State University

Presented at Mid-South Educational Research Association Conference, Memphis, Tennessee
November 14-17, 1973

The information reported herein was partially supported by a grant from the Mississippi State Division of Vocational and Technical Education.

How are self evaluations of preservice preparation for teachers related to their job satisfaction and work values?

Data in this study indicated that vocational education teachers' ratings of their preparation for teaching were significantly correlated with assessments of the goals which motivated them in their work. Measures of attitudes which the educators held toward their jobs and students were also related to the teachers' evaluations of their preservice training programs.

This investigation was prompted by McNeil's and Popham's (1973) criticism of the use of self assessment as a criterion for evaluating teacher competence. Traditionally, curriculum builders in vocational education have depended upon their alumni's assessment of teacher training programs as important feedback for evaluating the effectiveness of programs in professional education. Even though individual teachers are requested to evaluate their training programs anonmyously and under research conditions, the ratings of teachers on their ability to perform specific tasks may still be biased by individual perceptions. This study was conducted under the hypothesis that the varying work value systems and the attitudes which the teachers held toward their jobs and students influenced the evaluations which they made of their preservice training programs.

Questions Investigated

Answers to the following questions were sought in the study:

1. How are the evaluations given by beginning vocational teachers

for their preservice preparation related to selected work values held by the teachers?

2. Are vocational education teachers' evaluations of their ability to perform specific instructional tasks at the end of their preservice training related to the descriptions which they gave for their jobs and students.

3. Are the attitudes of the vocational teachers toward their jobs and students, respectively, correlated with the teachers' work values?

Procedure

Over 300 teachers, who had taught for three years or less, working in 12 areas of vocational education for the entire state of Mississippi in the fall of 1972 were requested to evaluate their ability to perform 94 specific tasks after completion of their preservice professional training. The specific performance criteria were then grouped under nine subscales and an average rating scale for teacher preparation in each area was computed. The instrument used for the evaluation was structured similar to one developed by Cotrell, et. al. (1971) at Ohio State University. The instrument used in the Mississippi study was then checked for reliability and internal consistency by the present investigators.

During the spring of 1973 a random sample of 250 teachers who had evaluated their ability to perform the specific tasks in the earlier study were mailed Super's Work Values Inventory (1968) and the Vocational Teacher Attitude Scale, an instrument developed by the

investigators to measure teacher attitudes toward their jobs and students. The final sample consisted of 178 young vocational teachers who responded to all instruments.

Multivariate statistical techniques of multiple regression and canonical correlation were utilized for data analysis. The .05 level of significance was accepted for testing statistical hypotheses.

Results

Relationship of Perception of Job Preparation to Work Values Held. To answer the first question of whether the teachers' evaluation of their professional preparation were related to the work values which they held, a canonical correlation was computed between two sets of variables--the young teachers' work values as measured by the 15 subscales of Super's instrument and the nine composite rating scores given by the subjects for their preparation for teaching in selected performance areas.

In this analysis three statistically significant canonical correlations were discovered between the two sets of variables. Correlations of .52, .41 and .37, respectively, were found for these three relationships. These data are given on Table 1.

The root for the first canonical factor between the work values held and the teachers' perceptions of their professional preparation was .27. In this relationship, it was indicated that work values mainly characterized by motivations for management and pleasant work surroundings were significantly related to the subjects' ratings of their ability to perform professionally in the areas of planning for

TABLE 1

First Three Canonical R's and Associated Tests of Significance for Relationship of Work Values to Preservice Preparation of Vocational Teachers

Canonical Function	1	2	3
Roots	0.2734	0.1704	0.1344
Canonical R	0.5231	0.4127	0.3666
Chi Square	53.8048	31.4734	24.3175
df	17	15	13
Probability	0.0001	0.0084	0.0294

instruction, guidance and program coordination. These two sets of variables were found to hold about 27 percent of their variance in common. (See Tables 2 and 3.)

The second canonical factor, yielding a root of .17, showed a significant relationship between the work values of management, surroundings, supervisory relations, way of life and security and the teachers' perception of their ability to fulfill their professional role at the end of their preservice training.

Approximately 13 percent of the total variance between work values and teachers' ratings of their professional preparation was "explained" by the third canonical factor. In this analysis a significant relationship between the esthetics work value and ratings for work preparation in the areas of guidance and public relations was shown.

Altogether, then, the three canonical factors with significant roots accounted for nearly 58 percent of the variance in the two sets of factors.

Relationship of Job Preparation to Attitudes of Teachers Toward Jobs and Students. The relationship of the teachers' evaluation of their ability to perform instructional tasks and their attitudes toward their jobs and students was next investigated. To find this relationship, the self ratings of performance for teachers in the nine selected areas were correlated in a multiple regression model with the job description score which the vocational teachers recorded on the Vocational Teacher Attitude Scale. Then, in a separate regression, these same variables of performance ratings were correlated with the attitudes which the teachers expressed toward their students on the

TABLE 2

Correlation Between Preservice Preparation Areas and the Canonical Axes

Preparation Area	Function* 1	2	3
Planning for Instruction	(0.54)	0.30	-0.13
Execution of Instruction	-0.14	0.21	0.16
Evaluation of Instruction	-0.43	-0.44	-0.07
Guidance	(0.61)	0.49	(0.71)
Management	-0.25	0.06	0.19
Public Relations	-0.04	0.05	(-0.53)
Professional Role	0.00	(-0.66)	0.06
Student Voc. Organ.	0.26	0.30	0.08
Coordination	(0.55)	0.21	0.05

TABLE 3

Correlations Between Work Values and the Canonical Axes

Work Values	Function* 1	2	3
Creativity	0.11	0.24	0.15
Management	(0.67)	(0.50)	0.38
Achievement	0.24	0.43	0.41
Surroundings	(0.55)	(0.78)	0.42
Supervisory Rel.	0.45	(0.74)	0.09
Way of Life	0.25	(0.52)	0.19
Security	-0.15	(0.76)	0.32
Associates	-0.04	0.40	-0.10
Esthetics	0.14	0.47	(0.71)
Prestige	0.12	0.11	0.16
Independence	-0.06	0.05	0.11
Variety	-0.03	0.24	0.26
Economic Returns	0.04	0.19	0.18
Altruism	0.05	-0.07	-0.04
Intellectual Stimulation	0.08	0.14	0.13

*Those factors above the criterion of 0.50 are indicated by parentheses.

same instrument.

Results for the first of these two analyses may be seen on Table 4. The total model for ratings of preparation in nine performance areas correlated .27 with the attitudes of the subjects toward teaching. The only preparation area whose rating independently appeared significantly related to the criterion was preparation for working with student vocational organizations.

The relationship of the subjects' ratings of their preparation for teaching and their attitudes toward students may be seen on Table 5. As indicated, a multiple correlation of .32 was observed between the composite self ratings for teacher preparation and the attitudes which the vocational teachers expressed toward their students. Ratings of preparation in three areas, program coordination, execution of instruction and working with student organizations, were significantly related to the teachers' expression of positive attitudes toward students.

Relationship of Teachers' Work Values to Their Attitudes Toward Teaching and Students. Finally, in answer to the third question, the work values held by vocational teachers were correlated in two multiple regression programs with the attitudes of teachers toward teaching and students. A multiple correlation, as seen in Table 6, of .45 was found between the 15 measured work values and the attitudes which the vocational educators held toward teaching. Factors which motivated them in their jobs which were associated with prestige, surroundings, altruism and way of life were significantly related to the descriptions which teachers gave of their jobs.

TABLE 4

Relationship of Vocational Teacher Preparation in Specific Areas to Attitudes Toward Teaching

Predictors (Teacher Performance Tasks)	R	R^2	Increase in R^2	F Ratio
Student Organizations	.25	.06	.06	11.37**
Execution of Instruction	.26	.07	.01	1.21
Total Model (Nine Variables)	.27	.07	.00	

**F $\geq$ 6.76 significant at .01 level (df 1 and 169)

TABLE 5

Relationship of Vocational Teacher Preparation in Specific Areas to Attitudes Toward Students

Predictors (Teacher Performance Tasks)	R	R^2	Increase in R^2	F Ratio
Program Coordination	.19	.04	.04	6.75*
Execution of Instruction	.25	.06	.02	4.73*
Student Organizations	.30	.09	.03	5.12*
Public and Human Relations	.30	.09	.00	.63
Total Regression Model	.32	.10	.01	

*F $\geq$ 3.89 significant at .05 level (df 1 and 169)

TABLE 6

Multiple Correlation of Work Values Held by Vocational Education Teachers with Their Attitudes Toward Teaching (ATT)

Work Values	R	Increase in RSQ	F
Prestige	.160	.026	4.63*
Surroundings	.279	.052	9.93**
Altruism	.318	.023	4.49*
Way of Life	.350	.022	4.28*
Variety	.373	.016	3.25
Creativity	.394	.016	3.24
Total Model (15 Work Values)	.450	.202	

*F $\geq$ 3.90 (df 1 and 177) sign at .05 level.
**F $\geq$ 6.78 (df 1 and 177) sign at .01 level.

It was also noted that work values of prestige, altruism and surroundings were related to the descriptions which the young vocational teachers gave of their students. As shown in Table 7, a multiple R of .39 was indicated for the relationship of the total work values model and the measure of the teachers' attitudes toward students.

Generalizations

Significant relationships were discovered between the affective measures studied and the vocational teachers' evaluation of their preparation for teaching at the end of their preservice training. It appears, then, that the self ratings of teachers may be influenced by the work values and attitudes toward their job and students held by vocational teachers.

The work values of the young teachers were also significantly related to the attitudes which they held toward their jobs and students. The work value factors measured by Super's instrument, then, are correlated with the attitudes of vocational teachers toward their work and their students.

TABLE 7

Multiple Correlation of Work Values Held by Vocational Education Teachers and Their Attitudes Toward Students

Predictors (Work Values)	R	Increase in R^2	F
Variety	.14	.020	3.65
Prestige	.29	.061	11.65**
Altruism	.32	.021	4.05*
Surroundings	.36	.024	4.83*
Total Model	.39	.155	

*F ≥ 3.90 (df 1 and 169) significant at .05 level.
**F ≥ 6.78 (df 1 and 169) significant at .05 level.

REFERENCES

Cotrell, C. J. "Performance Requirements for Teachers." Model Curricula for Vocational and Technical Teachers Education. Ohio State University: Center for Vocational and Technical Education, 1971.

Harvey, W. R. Least Squares Analysis of Data with Unequal Subclass Numbers. Washington, D. C.: U. S. Department of Agriculture, Agricultural Research Service, Pamphelt #ARS20-8, 1968.

McNeil, J. D., and Popham, W. J. "The Assessment of Teacher Competence." In R. M. W. Travers, Editor, Second Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1973), pp. 231-232.

Super, D. E. Work Values Inventory. Boston: Houghton Mifflin Company, 1970.